

2018–2019 Pathways in Technology Early College High School (P-TECH) and Industry Cluster Innovative Academies (ICIA) Planning

Program authority:	GAA, Article III, Rider 67, 85 th Texas Legislature and TEC 29.551-29.556 (P-TECH); GAA, Article III, Rider 49, TEC 29.908, and WIOA §17.278 and §17.258 (ICIA)	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	February 23, 2018, to June 15, 2019	
Application deadline:	5:00 p.m. Central Time, January 9, 2018	
Submittal Information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>	
Contact information:	Heidi Flynn: PTECH@tea.texas.gov ; (512) 463-9242	

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Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Everman ISD	220-904	Everman Collegiate High School	
Vendor ID #	ESC Region #		
756001394	11		
Mailing address	City	State	ZIP Code
608 Townley Drive	Everman	TX	76140-

Primary Contact

First name	M.I.	Last name	Title
Cathy		Sewell	Chief of Secondary Education
Telephone #	Email address		FAX #
(817)568-3500	csewell@eisd.org		(817)568-3508

Secondary Contact

First name	M.I.	Last name	Title
Curtis		Amos	Superintendent
Telephone #	Email address		FAX #
(817)568-3500	camos@eisd.org		(817)568-3508

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Curtis		Amos	Superintendent
Telephone #	Email address		FAX #
(817)568-3500	camos@eisd.org		(817)568-3508

Signature (blue ink preferred)

Date signed

December 18, 2017

Only the legally responsible party may sign this application.

701-18-102-032

Schedule #1—General Information

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) – State Funds	See Important Note For Competitive Grants*	<input type="checkbox"/>
7	Payroll Costs (6100) – Federal Funds		<input type="checkbox"/>
8	Professional and Contracted Services (6200) –State Funds		<input type="checkbox"/>
8	Professional and Contracted Services (6200) – Federal Funds		<input type="checkbox"/>
9	Supplies and Materials (6300) –State Funds		<input type="checkbox"/>
9	Supplies and Materials (6300) –Federal Funds		<input type="checkbox"/>
10	Other Operating Costs (6400) –State Funds		<input type="checkbox"/>
10	Other Operating Costs (6400) – Federal Funds		<input type="checkbox"/>
11	Capital Outlay (6600) –State Funds		<input type="checkbox"/>
11	Capital Outlay (6600) –Federal Funds		<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will work with the TEA chosen assistance provider as outlined in this RFA.

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Schedule #4—Request for Amendment

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3a: Revised Budget For State Funds

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

Part 3b: Revised Budget For Federal Funds

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)			
County-district number or vendor ID:			Amendment # (for amendments only):
Part 4: Amendment Justification			
Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate which grant you are applying for:

☒ P-TECH ☐ ICIA ☐ Both

Construction projects in Tarrant County are bringing new jobs, new development to southwest regions of the DFW metroplex. General Motors, American Airlines, and Charles Schwab are among companies spending billions of dollars to build industries in Tarrant County. As a result, architects in the manufacturing and information technology fields are in high demand. Everman ISD (EISD), a district located in Tarrant County. Through the P-TECH Planning grant, the district will establish a Science, Mathematics and Robotics Technology (SMART) Academy that provides courses to earn certification and an Associate degree in the field of architectural drafter during high school. 90 students enrolled in the Academy during grades 9 through 12, will earn a SOLIDWORKS certification and an Architectural Technology, Associate of Applied Science (AAS) degree from Tarrant County College to become qualified to use software to convert the designs of engineers and architects into technical drawings. These credentials will qualify students to work as a professional in the high demand construction industry. This occupation is in the top 25 occupations of Tarrant County based on approximately 17,415 expected job openings in the region annually and a projected salary of over \$53,480 per year. Students in the pathway will work with industry partners to plan and open a Drafting Center in the SMART Academy. In the center, students will earn SOLIDWORKS computer assisted drafting (CAD) certification. Once students are certified, students will use their CAD drafting skills to produce designs, working drawings, charts, forms, and records for architects and construction companies during capstone internships or employment opportunities. The P-TECH Planning program supports the Everman ISD mission of working with parents and the community to provide innovative instructional programs for students to inspire a passion for lifelong learning, to develop responsibility and character and to achieve academic excellence and college readiness enabling them to compete in an ever-changing global society. **Budget:** The Everman High School Site Based Decision Making Team (SBDMT), lead by the new EHS principal, developed the implementation plan for the P-TECH Planning grant. The team consists of individuals who directly reflect the subpopulations and diversity of the community. In addition, representatives from Workforce Solutions for Tarrant County, Frost Bank, and the Metropolitan Black Chamber of Commerce worked with the team to identify potential business partners for the Academy. A P-TECH Plan was developed including goals, critical success factors, milestones, and activities. The EHS Principal and the Career and College Readiness Coordinator acquired cost estimates and quotes to develop the grant budget based on the P-TECH Plan. **Demographics:** Everman Joe C Bean High School serves a diverse student population including 48.2% African American, 44.6% Hispanic, 4.3% White, and 2.9% Other Races. The proportions of low-income families enrolled in the school is 80.1% compared to the state average of 59%. A review of Texas trends in assessment data indicates economically disadvantaged students are less likely to pass End-of-Course reading and math STAAR, graduate from high school, and enter college. Based on this data, the district based team designed a plan that enables students to earn industry credentials and dual credit courses during high school. The plan is cohort based to implement the program with academic and social supports at each grade level to meet the needs of targeted economically disadvantaged learners. **Needs Assessment:** Each spring, the EISD District-Wide Improvement Committee (DIC) works with ESC 11 consultants to develop a comprehensive needs assessment. With guidance from the EISD administration, the committee uses data and information to identify student, campus, and district needs and to determine the root cause of each problem. The goal of the P-TECH grant is to help students become career and college ready in ways that address both current and future workforce needs. EISD data indicates, in 2016-17, 11% of high school students graduated with an industry credential and 46% of students graduated with college credits toward a postsecondary degree. The team determined the root cause of the problem is only 18.7% of students are enrolled in a CTE career pathway. The team further found only one existing CTE course sequence includes a certification and none include college credits linked to local and regional workplace needs. The team created district goals for increasing the number of students enrolled in relevant CTE career pathways that include industry credentials and postsecondary degree credits. **Management Plan:** The grant will be directed by the Chief for Secondary Schools. The Everman High School SBDMT will serve as the *P-TECH Leadership Team*. A certified Texas administrator will be appointed or employed to serve as the P-TECH Dean. The Dean will work with the SBDMT and educational partners to design the P-TECH implementation plan. Each component of the P-TECH program will be outlined in the plan including developing a timeline for grant activities, coordinating curriculum design meetings; conducting recruitment

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events with architecture, engineering, and construction companies; facilitating the development of MOUs with TCC and businesses.

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

partners; and supporting quarterly SBDMT meetings. Once the implementation plan is approved and P-TECH designation is awarded, postsecondary faculty will work with high school teachers to integrate college ready standards into prerequisite and college credit courses. The EHS Principal and teachers will plan academic support programs to promote student success. The EHS Counselor will work with the team to coordinate parent meetings and plan social support programs. Implementation of grant activities will be reviewed by the SBDMT each nine weeks. The team will discuss concerns and provide recommendations and resources to 'stay on track' to meet the goal of planning a program that will increase number of at-risk learners who excel academically, earn industry credentials, and graduate with a diploma and AAS within 6 years of entering high school. **Statutory Requirements:** EISD complies the fingerprinting requirement (TEC: Section 22.0834). The Academy will be open enrollment and will establish recruitment and enrollment processes that shall not exclude or discourage the enrollment of at-risk student subpopulations. Eligibility requirements will not be based on STAAR scores, discipline history, teacher recommendations, minimum GPA or any criteria that create barriers for student enrollment. The Academy will provide a course of study that enables EHS students to complete high school, certification, and college course credits during high school. Students will graduate within six years of entering high school with a Foundation High School Program diploma, SOLIDWORKS certification, and an Architectural Technology, Associate of Applied Science degree. Academy students will complete work-based education and a job training program as part of CTE course sequences. The Academy will provide participating student with flexibility in class scheduling such as taking online and summer courses to allow participation in high school extra-curricular activities. Students will also have flexibility in participating in academic and social support programs. Participation in the Academy will be provided at no cost to students. The Academy will enter into an articulation agreement with Tarrant County College. The college is accredited by the Southern Association of Colleges and Schools which is recognized by the Texas Higher Education Coordinating Board in accordance with Texas Administrative Code. The MOU agreement developed during the planning process will provide a participating student access to postsecondary education and training at Tarrant County College. The MOU will address curriculum alignment, instructional materials, instructional calendar, programs of study, student enrollment and attendance, grading periods and policies, and administration of statewide assessments as required by the grant program. The district and school will enter into a MOU with regional business partners to provide all participating students access to appropriate work-based education at every grade level. The MOU will include an agreement that the business partner will give to an Academy graduate first priority in interviewing for any available jobs for which the student is qualified. The MOUs will be reviewed annually and updated as necessary. The focus of the Academy addresses regional workforce needs for skilled drafters based on Texas Workforce Commission Occupation Trend reports that include the number of posted employment positions in Tarrant County. The report includes projections for future years. The academic plan created for the Academy will be designed to ensure students can complete the Associate degree dual credit courses concurrently with Foundation School Program courses to be in accordance with rules adopted by the commissioner. **TEA Requirements:** EISD will develop a P-TECH Implementation Plan, based on the P-TECH Blueprint in the template format provided by TEA. The plan will be submitted to TEA for review and approval prior to applying for 2019–2020 P-TECH designation. The EISD Superintendent has designated the EHS Campus-Wide Improvement Committee as the *Leadership Design Team* for completing the P-TECH Implementation Plan, preparing the campus to begin serving students in the SMART Academy for the 2019–2020 school year, and providing leadership to the campus regarding P-TECH components. The District-Wide Improvement Committee consists of Everman High School and EISD leaders with decision making authority. In addition, representatives from community, business and higher education partners will be identified for participation in the committee to ensure the program meets the academic needs of the students and the workforce needs of industries in the region and state. EISD will establish a P-TECH program that includes wrap-around strategies and services involving multiple stakeholders such as students, parents, community members, etc. The program will provide academic and social/emotional skills necessary for success in rigorous high school and college courses as well as internships in businesses. Everman High School will be designated as a Texas Success Initiative (TSI) assessment site by 2019-20 in order to allow students to begin college courses in high school and to permit teacher access to data to be used in creating appropriate interventions and instructional plans to improve student scores on the exam.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Program authority: GAA, Article III, Rider 67, 85th Texas Legislature and TEC 29.551-29.556 (P-TECH); GAA, Article III, Rider 49, TEC 29.908, and WIOA §17.278 and §17.258 (ICIA)

Grant period: February 23, 2018, to June 15, 2019

Fund code: 429 (State), 289 (Federal)

Budget Summary

Schedule #	Title	Class/ Object Code	State Funds (50%)			Federal Funds (50%)		
			Program Cost	Admin Cost	Total Budgeted Cost	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$22,000	\$	\$22,000	\$22,500	\$2,500	\$25,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$	\$	\$	\$	\$	\$
Schedule #10	Other Operating Costs (6400)	6400	\$3,000	\$	\$3,000	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$	\$	\$	\$
Total direct costs:			\$	\$	\$	\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$	N/A	\$	\$	N/A
Grand total of budgeted costs (add all entries in each column):			\$25,000	\$	\$25,000	\$22,500	\$2,500	\$25,000

Administrative Cost Calculation

Enter the total grant amount requested:	\$25,000	\$25,000
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result.	\$2500	\$2500
This is the maximum amount allowable for administrative costs, including indirect costs:		

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the boxes with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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RFA #701-18-102: SAS #273-18
2018–2019 P-TECH and ICIA Planning

Schedule #7—Payroll Costs (6100) – State Funds				
County-district number or vendor ID: 220-904			Amendment # (for amendments only):	
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director			\$
5	Project coordinator/Curriculum Development/ Partner Liaison/Academic Dean		1	\$10,000
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
Auxiliary				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
Other Employee Positions				
15	Title			\$
16	Title			\$
17	Title			\$
18	Subtotal employee costs:			\$10,000
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112	Substitute pay		\$
20	6119	Professional staff extra-duty pay – teacher extras-duty pay to attend classes to be credentialed to instruct Academy courses.		\$8,000
21	6121	Support staff extra-duty pay		\$
22	6140	Employee benefits		\$4,000
23	61XX	Tuition remission (IHEs only)		\$
24	Subtotal substitute, extra-duty, benefits costs			\$10,000
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4		
2	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):	\$22,000
5		

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #7—Payroll Costs (6100) -Federal Funds			
County-district number or vendor ID: 220-904		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted (Federal Funds)
Program Management and Administration			
1 Project director		1	\$
2 Project coordinator– P-TECH Dean			\$25,000
3 Support Staff directly working on the program			\$
Other Employee Positions			
4 Title			\$
5 Title			\$
6 Title			\$
7	Grand total:		\$25,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200) – State Funds		
County-district number or vendor ID: 220-904		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted (State Funds)
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$

Schedule #8—Professional and Contracted Services (6200) – Federal Funds		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted (Federal Funds)
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300) – State Funds		
County-District Number or Vendor ID: 220-904		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted (State Funds)
6300	Total supplies and materials that do not require specific approval:	\$
Grand total:		\$

Schedule #9—Supplies and Materials (6300) –Federal Funds		
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted (Federal Funds)
63XX	Technology not capitalized	\$
	Specify purpose:	
Subtotal supplies and materials requiring specific approval:		\$
6300	Total non-consumable supplies and materials that do not require specific approval:	\$
Grand total:		\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400) – State Funds		
County-District Number or Vendor ID: 220-904		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted (State Funds)
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval: Travel to work with grant related Technical Assistance, workshops, or conference, fees for training to be credentialed to teach in Academy	\$3,000
Grand total:		\$3,000

Schedule #10—Other Operating Costs (6400) – Federal Funds		
Expense Item Description		Grant Amount Budgeted (Federal Funds)
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$
Grand total:		\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600) – State Funds				
County-District Number or Vendor ID: 220-904			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (State Funds)
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600) – Federal Funds				
County-District Number or Vendor ID: 220-904			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (Federal Funds)
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #13—Needs Assessment

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Everman ISD Board of Trustees sets goals for student learning at the beginning of each school year. To determine progress toward meeting these goals, the District-Wide Improvement Committee (DIC) conducts an annual needs assessment. ESC Region 11 provides technical assistance in using Texas Accountability Intervention System (TAIS) guidance to conduct the annual assessment. Review Data: The first step in the TAIS process is to establish trends in data using PEIMS; Texas Academic Performance Reports; Federal Accountability Data Tables; STAAR; report cards; attendance and discipline reports; educator observations; parent participation; parent surveys; and staff development evaluations. In reviewing current data, the team found the school district serves approximately 5528 students. The student population is approximately 43% African American, 51% Hispanic, and 5% White and 1% Other Races. The vast majority of students in the district (83%) live in low income households. 2016 Perkins data indicates 18.7% of Everman High School (EHS) students participated in a CTE course and 12 students earned an industry credential by high school graduation. This data indicates there is a need to increase the number of CTE certification programs in high school. A review of 2016 College Readiness Component data reveals 16% of EHS students graduated prepared for college in the subjects of English and Math and 4.5% passed a TSIA college readiness exam. Texas Academic Performance Report data further indicates 53.5% of students completed a dual credit or advanced placement credit during high school, but only 7.5% of graduates passed a postsecondary course after high school graduation. The majority of 21st century jobs require an industry credential and/or college degree. To prepare EISD graduates to find employment in the workforce, it has become imperative that EISD educators create innovative early college programs that allow students to earn an industry credential and college degree in high school. There is a need to provide academic and social support components to ensure students are prepared to prepare and support students in passing rigorous certification and college credit curriculum. Establish Priorities: The EISD Board of Trustees has established one goal for Everman ISD—student success. Based on the needs assessment, the DWIC determined the purpose of the P-TECH program will be to develop a CTE career pathway that offers students the opportunity to earn a high school diploma, industry credential and work-based experiences, and an Associate degree within six years of entering high school. To determine the focus of the career pathway, the team reviewed Texas Workforce Commission (TWC) reports that rank occupations in Tarrant County based annual job openings and salary. The occupation of architect is a targeted occupation for the region. Employment as an architect requires a Bachelor degree. A drafter works with architects and engineers to create designs that guide construction. The position requires an Associate degree. According to TWC information, in the first year of employment, drafters make approximately \$53,480. In 2016, the number of drafters employed in Texas was 207,000 and job postings are expected to increase by 7% each year. The occupation was selected based on high demand and high salary projections. Next, the team worked with Workforce Solutions to determine the technical skills and industry credentials needed for finding employment in regional architect, construction, and engineering companies. SOLIDWORKS, a certification on the TEA List of Industry Based Certifications, was recommended by the industry experts. Set Goals: Based on district priorities, the Everman High School SBDMT set five goals for the grant: Goal 1: Increase the number of EISD students prepared for a high demand occupation; Goal 2: Increase the number of students graduating with an industry certification; Goal 3: Increase the number of students graduating with a college degree; Goal 4: Increase number of students participating in work-based education; and Goal 5: Increase the number of EISD educators credentialed to teach P-TECH courses. Determine Strategies: The EHS Site Based Decision Making Team (SBDMT) will use the TEA template and technical assistance to develop a P-TECH Implementation Plan that outlines program objectives, milestones, and performance targets to improve student academic performance. The SBDMT will align activities, personnel, funding, and timelines to each objective and develop a 2019-2020 Campus Improvement Plan. In this way, the improvement plan will become the road map for the SBDMT to address areas of low performance and to meet identified needs. Adjust Plan: An important part of an effective improvement plan is the allowance for flexibility and adjustments to the plan as data reveals the need to make corrections. The campus based team will meet four times each year to monitor student and program level data and to adjust grant personnel, resources, and timelines to meet performance measures. The district team will meet annually to evaluate the program and develop the District Improvement Plan for the 2019-2020 school year. Together we will ensure we meet the EISD vision of student success.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	The average number of students enrolled in CTE courses in Everman High School is 18%. Of the CTE pathways offered in the secondary school, only one aligns with high demand employment in Tarrant County. A review of the top 25 occupations in the region reveals architect is a targeted profession in Tarrant County. There is a need to create a pathway including certifications and college credits to prepare students to enter the profession as a drafter.	To increase the number of EISD students prepared for a high demand career occupation, the EHS Site Based Decision Making Team (SBDMT) will create a CTE Architect and Construction career pathway to be implemented in the SMART Academy. The team will work with business partners (Frost Bank and Fort Worth Metropolitan Black Chamber of Commerce) to recruit architecture, construction, and engineering companies to collaborate on the project.
2.	Texas Workforce Solutions information reveals, the occupation of drafter requires the employee to have a certification in computer assisted design (CAD) to produce designs, working drawings, charts, forms, and records. The TWC representatives recommend SOLIDWORKS certification to meet employer qualifications. An audit of CTE course sequences at EHS indicates SOLIDWORKS industry certification is not offered in the district.	To increase number of students graduating with industry certification: The SBDMT will review the lessons and exams required to gain SOLIDWORKS certification. A teacher will be selected and gain credentials to oversee student certification. Certification lessons and exams will be integrated into the CTE course sequence for the Architecture and Construction career pathway. An exam schedule will be developed.
3.	Postsecondary readiness data indicates 16% of EHS students graduated ready for college in English and Math and 4.5% passed a TSIA exam. Postsecondary completion data indicates a high percentage (53.5%) of students completed a dual credit or AP credit during high school, but only 7.5% of graduates passed a college course after graduation. There is a need to increase the number of students who are prepared to enter college and complete a postsecondary degree.	To increase number of students completing a postsecondary degree, the SBDMT will review the academic plan for the Architectural Technology Associate of Applied Science degree. College entrance exam preparation courses will be integrated into English and Math courses. A crosswalk will be created to include high school and college courses, academic preparation and interventions, and social support programs. High school, Associate and Bachelor degree programs will be articulated. MOUs will be developed and signed.
4.	2016 Perkins data indicates 18.7% of Everman High School (EHS) students participated in a CTE course and 12 students earned an industry credential by high school graduation. The number of students enrolling in CTE Professional Communication or a Principles course in 9 th grade is much higher; however, by 10 th grade, students enroll in other electives such as band, or athletics. CTE pathways must include real-world business opportunities to increase enrollment.	To increase number of students participating in work-based education, the SBDMT will develop at least three workplace experiences for each year of high school (site visits, mentors, internships or paid employment opportunities, etc). In addition, the school will investigate partnering with a local company to offer drafting services at a satellite office in the SMART Academy. The community-school project would provide funding for the project as well as on the job training for students.
5.	The SBDMT audited teacher college transcripts, certifications, and years of experience. The district employs a high school teacher with credentials to teach Architecture and Construction CTE courses. The number of teachers with a master's degree and credentials to teach a college course is 27%. However, only 5 teachers have the credentials to teach P-TECH college credit courses. There is a need to develop a recruitment and credentialing plan.	To increase the number of EISD educators credentialed to teach P-TECH courses, the academic plan will be reviewed with Tarrant County College and business partners. Teachers will be selected to teach high school, CTE, and college credit courses. Academy teachers will attend externships in architecture, construction and engineering companies. Selected teachers will receive extra duty pay to attend courses and/or training to earn credentials to teach courses on the academic plan.

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Schedule #15—Project Evaluation			
County-district number or vendor ID: 220-904		Amendment # (for amendments only):	
Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	P-TECH Implementation Plan and Timeline with documentation of events	1. # of TEA Technical Assistance training, coaching, and services conducted	
		2. # of site visits conducted with peer grantees	
		3. Dates Implementation Plan and P-TECH Designation application submitted	
2.	P-TECH SMART Academy Master Schedule	1. AVID advisory period and events included in master schedule	
		2. TSI preparation courses and exams included in master schedule	
		3. Summer bridge scheduled for six weeks of summer	
3.	P-TECH Implementation Plan and Timeline documentation, Academy Master Schedule	1. Crosswalk, MOU, transfer guides completed	
		2. # of instructors identified with credentials to teach dual credit	
		3. # of co-teaching and collaborative training events scheduled	
4.	P-TECH Implementation Plan and Timeline documentation, Academy Master Schedule	1. List of CTE courses developed in Architecture and Construction pathway	
		2. List of technology and software to be purchased for each credential course	
		3. Master schedule for certification exams created including fees created	
5.	P-TECH Implementation Plan and Timeline with documentation, Academy Master Schedule	1. Two Workforce Solutions training presented to present workplace skills	
		2. List of at least three business partners identified for workplace experiences.	
		3. List of courses with integrated employment/interview skills per grade level	
Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
<p>The EISD Chief of Secondary Education serving as Project Director will oversee the data collection and problem correction tasks of the grant. The Everman High School (EHS) Decision Making Team (SBDMT) will serve as the P-TECH Leadership Team during the grant period. With the guidance of TEA Technical Assistance, the team including parents, educators, community members, college faculty, and business partners will work together to develop the P-TECH Implementation Plan that outlines targeted goals and objectives correlated to a timeline of action steps. The plan will include evaluation methods, data collection dates, and performance targets for each goal. <u>Formative Evaluation:</u> The Academy Dean will monitor project activities throughout the grant period to determine the extent to which the activities of the project were implemented as planned. The Dean will create a P-TECH Calendar depicting:</p> <ul style="list-style-type: none"> Site Based Decision Making Team meetings (P-TECH Implementation Plan); College meetings (administrative meetings between the ISD and Tarrant County College for development of MOU, academic plan, instructor credentials); Curriculum design meetings (academic plan, curriculum development); CTE Architecture and Construction pathway meetings (pathway development including SOLIDWORKS certification); P-TECH events held with business partners to recruit architecture, construction and engineering company partners; Business partner meetings and externships (design work-based education for students each year); and Student recruitment and enrollment events. <p>A P-TECH sign-in sheet and evaluation document will be provided at each grant meeting or event. Each nine weeks, the Dean will submit information to the SBDMT including grant events, sign-in sheets, and participant evaluations. The team will use the information to determine progress toward implementation of activities on the P-TECH Implementation Plan. The timeline and activities in the implementation plan will be revised by the team based on data and feedback. Strategic review will allow concerns to be identified and addressed in a timely manner. <u>Summative Evaluation:</u> A summative evaluation will be conducted annually in the same manner. When the SMART Academy opens, a separate SBDMT will be formed. The SBDMT will formalize implementation plans as the P-TECH Campus Improvement Plan. The District Wide Improvement Committee will review the campus plan and make recommendations for improvement. However, the SBDMT will retain the autonomy to create the P-TECH Campus Improvement Plan and make changes as warranted.</p>			
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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Statutory Requirement 1: Describe the proposed P-TECH or ICIA school structure and how the program will establish a recruitment and enrollment process that will meet the open-enrollment requirements of this grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Everman ISD SMART Academy will be a grade 9 to 14 P-TECH education model located at 1000 South Race Street in Everman. The location currently houses Everman High School and Everman Collegiate High School ECHS. The district proposes to renovate an empty CTE building at the back of the property to house the SMART Academy P-TECH. The campus will be classified as a "school within a school" with the P-TECH designation. The school will begin serving students in Grade 9 in the 2019–2020 school year and will progressively scale up by adding one grade level per year. The school will be implemented in a cohort model based on the student's year of entrance into the program. By 2025, approximately 80 students will be members of the SMART Academy and coded on the P-TECH PEIMS indicator.

Cohort Model Implementation (18-20 students/cohort)				
	9th	10th	11th	12th
2019-2020	Cohort 1			
2020-2021	Cohort 2	Cohort 1		
2021-2022	Cohort 3	Cohort 2	Cohort 1	
2022-2023	Cohort 4	Cohort 3	Cohort 2	Cohort 1

Each P-TECH cohort will form a community of learners from a with diverse backgrounds and learning styles but the same academic and personal goals – to earn a technical skills credential and college degree that makes them eligible for employment in the high demand, high wage profession of Architectural Drafter. Students enrolled in the SMART Academy will earn a Foundation High School diploma (Distinguished Achievement Program), SOLIDWORKS certification, and an Architectural Technology Associate of Applied Science degree. **Schedule:** P-TECH students will have four to six years to complete all credentials. P-TECH students will be eligible to graduate in grade 12 with their peers. Students who elect to participate in extracurricular activities or take less college credit courses during grades 9-12 will have the opportunity to continue the program up to two additional years or to attend the Summer Bridge to recover credits not earned during the September through May school year. All students will graduate within six years of entering high school. **Enrollment:** The P-TECH will have an open enrollment policy. The school will target recruitment of at-risk students as defined by PEIMS (TEC §29.081) and students who are traditionally under-represented in college including first generation college students, English Language Learners, students who are economically disadvantaged, and students who receive Special Education services. The district will recruit students in January through May each year as part of 7th grade career exploration activities that include students, parents, and educational partners. P-TECH enrollment will require a district enrollment application. Students may apply for entrance into the Academy or transfer into another program annually between January and February. **Parent Participation** Parents will be educational partners by attending annual advising meetings, business site visits, and college tours; working with the school to recruit partner architecture, construction, and engineering businesses; and mentoring students. **Academic Plan** – The academic plan will be designed to meet TEKS, Next Generation Science Standards, Texas College and Career Readiness Standards, and The Higher Education Coordinating Board Associate degree standards. The academic plan will be published in the EISD Student Handbook and as a Tarrant County College degree plan. **Curriculum:** The P-TECH cohort will begin preparations for entrance into the Academy during 7th grade in a CTE career exploration course. In 8th grade, students will take the Architecture and Construction Principles course and Algebra 1. During the 8th grade Summer Bridge, P-TECH students will prepare to take the Texas Success Initiative (TSI) college entrance exam. Students who have not passed Algebra I, will also enroll in the Summer Bridge. In grade 9, students will take high school courses including Algebra II, CTE courses that include visits to business sites, and the TSI exam. Students who have not passed the TSI, English I, and/or Algebra II will enroll in the 9th grade Summer Bridge. In grade 10, the cohort will begin taking dual credit courses to meet Associate degree requirements and online SOLIDWORKS modules and exams to earn the industry certification. In 11th and 12th grade, the P-TECH schedule will include dual credit classes and five concurrent enrollment college credit courses to meet Associate degree requirements. Academy students will not pay for course tuition, fees, or instructional materials including textbooks. Semester grades and grading policies will be outlined in each instructor's course outline or syllabus. Attendance will be taken according to the TEA *Student Attendance Accounting Handbook*. **Faculty/Student Roles:** Teachers and students will serve as peer learners in meeting academic goals. Academy students will monitor their academic progress/grade with their teachers to build self-reliance and responsibility that will be the key to success as they transition from the P-TECH to the workforce.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Statutory Requirement 2: Describe how you will provide for a program/course of study that enables a participating student to combine high school courses and postsecondary courses. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During the P-TECH planning grant period, the team including high school, postsecondary faculty, and business partners will walk through the skill mapping process to ensure the P-TECH Crosswalk of high school and college courses (scope and sequence) and the corresponding course curriculum are appropriate to qualify students to find employment in their chosen profession. Skill mapping is a three step process that addresses academic, technical and workplace skills by mapping backwards from the targeted occupation. Step 1: The first step completed during December of 2017 was to identify the occupation to be targeted. The Site Based Decision Making Team (SBDMT) identified Architecture and Construction as the targeted industry cluster based on the high number of employment positions in the architectural drafter profession. The team relied on Tarrant County College faculty to identify the degree and Texas Workforce Solutions consultants to recommend the industry certification that would make our students stand out as applicants for a position as a draftsman. Based on recommendations, the team selected the Architectural Technology Associate of Applied Science degree and the SOLIDWORKS certification. The team also worked with the Chief of Secondary Education and P-TECH Dean to create a first draft of P-TECH Crosswalk courses. Step 2: With TEA technical assistance, the team will work with CTE teachers, TWC consultants, Tarrant County College faculty and business partners to summarize tasks and technical skills required to perform the role of architectural draftsman. The team will design a list of technical skills to be taught at each grade level. At this time, the team will also review Next Generation Science Standards and select standards for the occupation. Step 3: In step three, the team will identify general knowledge including workplace experience necessary to succeed in the profession. The team will use the information to identify work-based educational experiences for each grade level. The list will include an internship or paid employment to ensure graduates leave the P-TECH with workplace experience. Seamless Curriculum Once skill mapping has been completed, the team will work with CTE teachers to select one Architecture and Construction course for each grade level, integrate identified technical skills and Next Generation Science standards into courses, and to designate three work-based experiences for each course. The result of Skill Mapping will be a comprehensive P-TECH Crosswalk that includes the full range of skills and knowledge required to successfully enter the profession of architectural draftsman.

Statutory Requirement 3: Describe how you will allow participating students to complete high school and receive the required diplomas, certifications and work-based education experiences. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed P-TECH will provide a seamless grade 9 to 14 experience. Curriculum Content: Students will begin the Academy in grade nine. At this grade level, they will attend Foundation High School core and elective courses as well as a CTE course to introduce the workplace skills required to be an architectural drafter. The students will continue core and elective high school courses in grade 10 and also take 3 college credit courses, and a CTE course that includes certification modules and exams. During their freshman and sophomore year, students will also make site visits to businesses and work with mentors from architecture, construction, and engineering companies. By 11th grade, the students will take high school core and elective courses as dual credit. The curriculum will also include a CTE course that includes the industry credential modules and two electives from the AAS degree plan. In 12th grade, students will continue taking high school core and elective courses as dual credit. The students will also take a CTE course (including certification modules and exams to complete the SOLIDWORKS credential) and two courses from the AAS degree plan. During their junior and senior year, students will complete internships or paid employment at a partnering business. In the Academy, students will be eligible to graduate by grade 12. However, the Academy's flexible schedule which includes summer and online course options will allow students to participate in extra-curricular activities to graduate in four or six years from entrance into high school. Curriculum Design: A Curriculum Design Team of experts will be formed for each core content area. The team will include high school educators, business representatives, and community college faculty. High school educators will revise the Academy schedule to accelerate course accrual and revise curriculum to encompass TEKS, Texas College Readiness Standards, and Next Generation Science Standards. Business representatives will lead the team to integrate SOLIDWORKS credential trainings into CTE courses and to design opportunities for students to develop desired workplace skill sets. Postsecondary faculty will lead the team in ensuring college coursework curriculum includes THECB requirements for the Architectural Technology AAS degree. In addition to curriculum development, the team will identify academic support programs for each course from high school and college resources.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Statutory Requirement 4: Describe how you will provide students with flexible class scheduling and academic mentoring. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Academy Crosswalk will provide an outline of the high school, CTE courses (including certification training), and college credit courses for Academy students to earn a high school diploma, SOLIDWORKS certification and Architectural Technology Associate of Applied Sciences degree. All students will move through the same sequence of courses. Academy students will be expected to take 3 dual credit courses in 10th grade, 8 dual credit courses in 11th grade, and 8 dual credit courses in 12th grade. **Flexible Schedule:** The campus schedule will be flexible to allow students to move through at different rates depending on each student's academic strengths and needs and to allow students to participate in extracurricular activities such as such as band or athletics. A summer bridge program will be available for credit accrual when students take less than the expected number of hours in any semester. In addition, the community college offers online course for credit recovery or accrual. Some students may graduate in four years. Other students may take six years to complete the Associates degree. In each case, the Architecture and Construction career pathway crosswalk will provide a seamless integration of high school and college requirements that is personalized and flexible enough to meet the needs of individual students. **Academic Support:** The Academy schedule will be designed to provide tutorials for classes. Postsecondary courses that are taught on Monday, Tuesday, and Thursday will have a College Seminar course on Wednesday and Friday at the same time. The course will be a time for students to receive academic support and complete course assignments. The instructor will also introduce students to college resources available for academic support. The course will not only support the student in passing rigorous courses, but will also serve as a model for students to use when they exit the Academy and enter a university to complete the bachelor degree. **Mentoring:** Mentoring will be available to Academy students through partnerships developed with architecture, construction, and engineering companies. The business members will serve as a mentor to encourage and support students in passing entrance requirements and registering for classes, tracking their own progress and accessing high school and college support resources, and appropriately communicating with Academy faculty members (high school and college) when problems arise.

Statutory Requirement 5: Describe how you will provide the program at no cost to students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

College Entrance Exam: The Texas Success Initiative (TSI) exam is a Mathematics, Reading and Writing assessment which determines the appropriate level of college course work for an incoming college student. Practice tests materials available at no cost from College Board will be utilized in the College Bound advisory course to prepare Academy students for the assessment. Academy students will be required to take the TSI test before enrolling in Tarrant County College courses unless they are exempt from taking the exam based on STAAR, ACT or SAT scores. Students who do not pass will be required to take TSI preparation courses and retake the test. EISD will use available local and state funds to pay the TSI fee for each Academy student. Everman High School will become a certified TSI testing site in 2018.

College Course Tuition and Fees: The SBDMT will work with project partners to provide college credit course tuition and fees at no cost to students. A variety of methods will be reviewed: (1) Scholarships – Architecture and Construction Academy student scholarships will become part of the Everman Educational Foundation scholarship program. New programs/events for raising funds for scholarships will be developed and implemented during the planning grant; (2) Tuition Waivers – The district will work with the community college during the planning grant to waive tuition and fees for students enrolled in a college course taught by an EHS teacher. The college will continue to receive funding from the state for each student enrolled in a college class;

Certification Fees: SOLIDWORKS certification courses and exams will be taught during Career and Technology Education (CTE) courses. The certification program consists of online modules and exams. The lessons and exams have fees associated with enrollment. EISD teachers can attend training to support the students in taking the certification program. Everman ISD receives weighted Perkins funding for offering CTE courses. EISD will utilize Perkins and other appropriate funding sources to pay student certification training and exam fees and to pay for teacher credentials to support student learning.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Statutory Requirement 6: Describe possible institutions of higher education partners and how you will develop and maintain the partnership(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Everman ISD has established partnerships with Tarrant County College and The University of Texas at Arlington through early college high school programs offered at the high school and/or college campuses.

Tarrant County College (TCC) South Campus: Everman ISD has a long history of working with Tarrant County College. The Generation Hope Program sponsored by TCC helps economically disadvantaged 6th through 8th grade students advance in the classroom and in life by introducing them to science, technology, engineering and mathematics (STEM) studies through structured curriculum, field trips, programming and college preparation. Students attend the program after school two days each week at no cost. Upon entering 9th grade, Everman ISD students have a variety of options for attending TCC during high school. The district buses students to Tarrant County College South Campus daily to attend courses to gain an industry credential in a variety of fields including HVAC and Automotive Mechanics. In 2014, Tarrant County College South Campus and EISD formed a partnership to open the new Everman Collegiate High School. This year the ECHS seniors will leave school with a high school diploma and Associate degree. The opening of the SMART Academy P-TECH will expand the ISD/IHE partnership by offering a combination technical credential and associate degree to graduates. It is our vision, that the P-TECH will offer a credential and degree in each field (Science, Mathematics, Architecture, Robotics, and Technology) in upcoming years.

The University of Texas at Arlington – The university is an educational partner of Everman ISD and TCC. The community college has formalized agreements with UT Arlington in the field of architecture. These degree plans or transfer guides articulate community college and university credits to provide a seamless transition from the Associate to Baccalaureate degree. During the planning grant, the Chief of Secondary Education will work with the IHE partners to develop a transfer guide that associates the Architectural Technology Associate of Applied Science degree with a BSS degree at the university. The administrator will also work with other universities offering Bachelor degree programs in Architecture or Engineering to develop articulation agreements that provide options for EISD students.

Statutory Requirement 7: Describe possible business partnerships that the school will establish, list the types of businesses, proposed work-based education for students and describe how you will develop and maintain the partnership(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Business Partnerships: Everman ISD has developed a relationship with business partners in a variety of fields to establish internships for students attending technical certification programs at Tarrant County College. However, this will be the first program in the Architecture and Construction industry cluster. The SBDMT under the leadership of the Chief of Secondary Education and the P-TECH Dean, will work with two Frost Bank and the Metropolitan Black Chamber of Commerce to identify and recruit business partners from architecture, construction, and engineering companies in our community and county. Both businesses are major hubs for information surrounding construction and procurement development. Frost Bank has made a commitment to build education through economic development. As a member of the Tarrant County Chamber of Commerce, the bank is linked to numerous companies in Everman and surrounding communities. The Metropolitan Black Chamber of Commerce serves as an advocacy organization for contractors and suppliers of business products. Both organization have signed letters of support to work as an educational partner. **Work-Based Education for Students:** In Year 1 of the project, business partners will identify workplace skills to be integrated into CTE courses. During the first year, students will visit architecture, construction, and engineering work sites. In Year 2, business partners will provide mentors to encourage and inspire students. During the second year, students will shadow employees. In Year 3, business partners will work with the design team to identify workplace experiences to be completed in the internship program and create a student application for the internship. Students will select a type of business (architecture, construction, or engineering) to work with in an internship and work with mentors to complete applications for acceptance into the internship program. By Year 4, as students enter the capstone course and become eligible to work in the community, business partners will provide internships opportunities. Students will attend internships and complete associated capstone projects. **Develop and Maintain Partnerships:** The partnerships developed through the P-TECH grant will improve our understanding of essential workplace knowledge, skills and abilities; and will strengthen our ties to regional businesses that support the education and future success of EISD. We hope to build on these relationships to open additional career pathways at

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the SMART Academy in the near future.

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Statutory Requirement 8: Describe how you will work with the Workforce Development Board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Everman ISD has established a partnership with Workforce Solutions of Tarrant County. A Workforce Commission (TWC) representative guided the grant planning team in using TWC *Occupation Trends* and *Career Coach* information to determine the occupation with the highest salary and the most employment opportunities. Recently released 2017 gross state product data for Texas indicated 6.2 percent quarterly annualized growth due to accelerated activity in mining, manufacturing, and construction industries. According to the report, employment of all construction related occupation will increase between 2016 and 2026. The occupation of architectural drafter in Texas is forecast to grow by 14,470 jobs annually representing a 7 percent average annual increase. Median salaries for architectural draftsmen in the Dallas Ft. Worth metroplex are projected to be \$53,480 for applicants with a college degree. For these reasons, the team selected the Architecture and Construction industry cluster and the drafter occupation. Based on the TWC representatives recommendations, the team deduced the Architectural Technology AAS degree combined with the SOLIDWORKS credential will be successful in providing the knowledge, skills, and abilities needed for our graduates to meet job requirements and find employment in our region.

The Site Based Decision Making Team (SBDMT) will continue to work with the local Workforce Solutions office to plan the SMART Academy including completing the Skill mapping process to identify skill sets needed to successfully supervise support staff and identifying additional business partners to provide internships and/or paid employment. In addition, personnel from the Workforce Solutions of Tarrant County will continue to provide training for our students in the following topics: (1) Using TWC resources to research job openings; (2) Developing a resume; (3) Preparing for interviews. The regional Texas Workforce Solutions office will be instrumental in all stages of planning and in developing additional career pathways for the P-TECH since our goal is to prepare students to find employment in a high demand, high paying professions of our region and state.

Statutory Requirement 9: Describe how you will ensure that P-TECH or ICIA students are entitled to the benefits of the Foundation School Program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Foundation School Program: Students in the SMART Academy will be eligible to graduate on the Foundation High School Program with a Distinguished Level of Achievement (DAP) credential. Dual credit courses will be taken to earn 26 hours of credits (with three extra electives) to qualify to receive a high school diploma. The Distinguished Level of Achievement requires four credits in Math and four credits in Science, and the successful completion of an endorsement in the student's area of interest. Students in the Academy will complete the Math and Science requirements and earn a Business and Industry endorsement.

Benefits: The Distinguished Level of Achievement will ensure the best preparation for future education including:

- allowing the student to compete for Top 10% automatic admissions eligibility at any Texas public university;
- improving the student's eligibility to earn a TEXAS Grant to help pay for university tuition and fees.
- ensuring the student is a more competitive applicant at highly sought-after colleges and universities across the state and nation.

It is clear the Distinguished Level of Achievement, a benefit of the Foundation School Program, will help students in meeting their personal and academic goals of earning the appropriate certifications and degrees to enter the workforce as an architectural drafter in the workforce.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

TEA Program Requirement 1: Describe the team that will complete the implementation plan and how you will ensure the implementation plan is completed by the required due date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The SBDMT will consist of EISD educators and parents, business partners, postsecondary faculty members from Tarrant County College, consultants from Texas Workforce Solutions and community members. Under the supervision of the Superintendent, the team will complete the implementation plan following the following timeline:

November/December 2017 – The team selected Pathways in Technology Early College High School (P-TECH) model.

February 23, 2018, to June 15, 2019 – The district will work with the TEA technical assistance provider to develop an implementation plan for the 2019–2020 school year. A calendar of grant meetings including site visits to P-TECH districts and TEA training will be developed to ensure planning is completed on-time and as approved in the application:

- The team will use P-TECH Planning grant funds to support campus needs for completing the implementation plan and establishing the foundational implementation elements of P-TECH;
- The plan will be developed to meet design elements and outcome-based measurements of the P-TECH Blueprint. TEA technical assistance will provide a template for the implementation plan, which will include P-TECH components such as school design, recruitment, partnership agreements with businesses, an articulated agreement with a 4-year institution detailing how the associate's degree and accrued credits could lead to a baccalaureate degree, and work-based education for 100% of participating students at all grade levels - Work based education will include real-world, authentic learning experiences that connect to classroom learning and provide meaningful career exposure.

January 15, 2019 – The implementation plan will be submitted to TEA

January 15, 2019, to February 15, 2019 - TEA and the technical assistance provider will review the implementation plans from January 15, 2019, to February 15, 2019. EISD will be expected to work with the technical assistance provider to revise and improve implementation plans until the plans meet the expectations of TEA.

February 2019 - Apply for P-TECH designation. When the implementation plan is approved by TEA, Everman ISD will be invited to apply for P-TECH Designation to become eligible to serve students in 2019-2020.

August 2019 (2019–2020 school year) – The SMART Academy will begin serving students.

TEA Program Requirement 2: Describe the committee structure that will be put into place to provide leadership, communication and decision making for the P-TECH or ICIA program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Process & Procedures: The EISD Board of Trustees sets goals annually based on the comprehensive needs assessment which identifies performance gaps and assesses campus needs. This year, goals include establishing career based course sequences leading to a degree and industry certification based on targeted TEA industry clusters. The District-Wide Improvement Committee (DIC), a team of stakeholders develops a school improvement annually based on EISD School Board goals. To implement school improvement, the EISD Curriculum Team met in the spring of 2017 to identify and recommend development of new career pathways in targeted industries. The team outlined programs that span secondary and postsecondary school in five CTE clusters: Aerospace and Defense, Energy, Architecture and Construction, Information Technology, and Health Science. Once the curriculum team identified the industry clusters, the Everman High School Site Based Decision Making Team (SBDMT) became responsible for the development of career pathways. **Feedback/Continuous Improvement:** The SBDMT meets four times annually. The P-TECH Dean will present grant reports at each meeting. The campus based committee will review program level data to determine if program goals and objectives are being met on time and in the manner described in the application. The SBDMT will adjust activities and resources to meet stated milestones at the end of each semester. The SMART Academy will form their own SBDMT at the end of the grant planning period. The team will use the information from formative evaluations to develop a 2019-20 Campus Improvement Plan for the SMART Academy. The team will have the autonomy to make decisions for the campus and make change to the plan based on student and program level data. Site-based decision making decentralizes decisions to improve educational outcomes in the district through the collaborative efforts of participants. In this way, stakeholders will not just be informed of the plan, but will be part of each phase of planning, implementation, and evaluation. **Communication:** The P-TECH Dean will report information to Everman High School after each meeting during the planning period. The Chief of Secondary Education will report information to the EISD Board at the end of each semester. The meeting agenda and minutes will be posted after each meeting on the EISD website. In this way, the project goals and progress will be communicated to the community.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 220-904	Amendment # (for amendments only):
TEA Program Requirement 3: Describe the structures and systems that will be put into place to strengthen both the academic and social/emotional skills necessary for high school and college readiness, as well as provide academic and social/emotional support for students to be successful in rigorous academic and work-based educational experiences. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>The SMART Academy will implement a comprehensive range of required and voluntary programs to intervene on behalf of students who are at risk of failure in a class or subject area: (1) Required extra instructional time during the regular school day - AVID advisory class will be scheduled each day to provide mentoring for students as well as tutorial support. In addition, WICOR curriculum will be taught in each class to develop college preparatory reading, math, and writing skills; (2) Short-term required interventions that run concurrent with class - College credit courses meeting three days each week will have a scheduled College Seminar course on the other two days at the same time the course is scheduled to meet; (3) Summer Bridge – Students will have the opportunity to attend the Summer Bridge program beginning in the summer between 8th and 12th grade to provide support for college entrance, and credit accrual and recovery opportunities; Voluntary academic support for students at risk of failure in the current semester - Voluntary academic tutorials will be offered during lunch and after school in core subjects; (4) Online tutorial programs – Academy students will have access to district provided online tutorials in mathematics; (5) Differentiated teaching for individuals – All EISD teachers are trained in differentiated instructional techniques; (6) Flexible schedules – Academy students will have the opportunity to participate in extracurricular activities based on opportunities to enroll in online courses for college credit; (7) Mentor Program – business partners will serve as mentors to students to inspire and support academic achievement; (8) The Academy will provide TSI preparation programs during Summer Bridge, English, and Math classes during 8th and 9th grade.</p> <p>Systems: The Academy master schedule will be structured to enable student participation in all academic and social support components. Teachers will be trained to review test scores, grades, attendance, and behavior reports and to voice student concerns to the student who will have the autonomy to voluntarily join academic and social support programs, and to the campus counselor who will work with the student and family to identify and enroll in intervention supports designed to address academic and social needs of the student.</p>	
TEA Program Requirement 4: Describe the methods and timeline that the campus will utilize to ensure that the campus becomes a Texas Success Initiative assessment site by 2019–2020. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>Everman High School will become a Texas Success Initiative assessment site by the summer of 2019 to enable students enrolled in the Academy to take the assessment onsite during the 2019-2020 school year. The P-TECH Dean will work with the College Board Liaison to The Higher Education Coordinating Board (THECB) to begin completion of the task in March of 2018. The timeline will include:</p> <p>March 2018 - The College Board Liaison will provide guidance to the district on the steps to becoming a testing site.</p> <p>April 2018 - EISD will request that Everman High School becomes a remote TSI testing site.</p> <p>June 2018 – Everman High School will be approved as an authorized as a site available for remote testing.</p> <p>July 2018 – Everman High School will appear in the list of Available Testing Sites on the electronic TSI site.</p> <p>There is no charge for becoming a testing site and there are no limitations on the number of students tested. Everman ISD is committed to becoming a remote testing site will be based on completing the steps as determined by The College Board Liaison. The process takes approximately three months. Students will be able to take TSI assessments at Everman High School during the 2018-19 school year.</p>	

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 220-904		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Schedule #18—Equitable Access and Participation (cont.)

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By TEA staff person:

County-District Number or Vendor ID: 220-904		Amendment number (for amendments only):		
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Schedule #18—Equitable Access and Participation (cont.)	
County-District Number or Vendor ID: 220-904	Amendment number (for amendments only):
Barrier: Gang-Related Activities (cont.)	
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#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220-904

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
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E03	Provide program materials/information in large type			
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Hearing Impairments				
#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Learning Disabilities				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Physical Disabilities or Constraints				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 220-904			Amendment number (for amendments only):	
Barrier: Inaccessible Physical Structures				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	with other physical disabilities/constraints			
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Absenteeism/Tuancy				
#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 220-904		Amendment number (for amendments only):		
Barrier: Lack of Support from Parents (cont.)				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220-904		Amendment number (for amendments only):		
Barrier: Lack of Knowledge Regarding Program Benefits (cont.)				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Student s	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Transportation to Program Activities				
#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Barriers				
#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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